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Undertaken by Eastern Wyoming College, this pilot program of adult basic counseling and testing sought to stimulate the enrollment of school dropouts in adult basic education courses, help enrollees discover their vocational interests and capabilities, and aid them in their personal and social adjustment. A full-time counselor took charge of recruiting students, testing them for class placement, counseling them after enrollment, and offering subsequent vocational counseling as well as academic counseling. The General Aptitude Test Battery, five other diagnostic and achievement tests, and a self-image questionnaire proved especially useful as measurement instruments. Student interviews and a definite enrollment increase, with fewer dropouts and a higher percentage of General Educational Development test completions, gave evidence that the project had achieved many of its objectives. (The document includes adult basic education program guidelines, recommendations, test scores, enrollment data, and the questionnaire.) (ly)

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EVALUATIVE REPORT

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ADULT BASIC EDUCATION

COUNSELING & TESTING

PILOT PROJECT

EASTERN WYOMING COLLEGE

TORRINGTON, WYOMING

1968-69

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EASTERN WYOMING COLLEGE

Adult Basic Counseling and Testing Program
Pilot Project Evaluative Report

Introduction

Certainly there can be no denying that there is an urgent need to provide educational opportunities for adults who are unable to speak, read, or write English or do basic arithmetical problems. This inability impairs their opportunities to obtain or retain employment. A basic purpose of Adult Basic Education is to provide these educational opportunities . According to the Curriculum Guide to Adult Basic Education published by the U. S. Department of Health, Education, and Welfare, ABE is defined as a sequential program of instruction designed (1) to eliminate the inability of adults in need of basic education to read and write English, (2) to raise substantially the educational level of such adults with a view toward making them less likely to become dependent on others, (3) to improve their ability to benefit from some occupational training, (4) to increase their opportunities for more productive and profitable employment, and (5) to make them better able to meet their adult responsibilities. HEW's definition of ABE appears to emphasize the need for educationally disadvantaged adults to gain educational knowledge and skills so that they can become economically self-supporting. Perhaps the Congress felt it necessary to stress the economic objectives of ABE so that the American taxpayer would accept the allocation of tax monies for the program. We should realize, however, that the program must emphasize personal and individual needs of ABE students before we can

expect any meaningful behavioral changes.

One of the most important needs, if not the most important need, of many ABE enrollees is the feeling of self-worth. This lack of self-regard is sometimes damaging to a person's whole personality and his outlook on life which keeps him from being a complete person. It is difficult to imagine that a person can be an occupational success and economically self-sufficient unless he feels good about himself. He must be a relative success in other things that we value: social acceptance, family relationships, and other common human needs.

When Eastern Wyoming College officials realized that there were many adults in the College District with needs which an ABE Counseling and Testing Program could meet, they decided to attempt to implement a program in Torrington, Wyoming.

PURPOSE OF THE PROJECT

The Wyoming State Plan for Adult Basic Education, Section 1.7, Paragraph (g), states that each program of instruction will be accompanied by guidance and counseling services of the State Department of Education and/or the local district. In the past there have been several persons enrolled in Adult Basic Education Programs at Eastern Wyoming College who have not received the benefits of such services.

There are in Goshen County 1,015 adults twenty-five years of age and over with fewer than eight years of formal education. That this lack of formal education is a severe economic handicap to these people is evidenced by the fact that Goshen County has the highest percentage of poor families and the second lowest median school years completed of

all the counties in the state.[1] The services herein proposed are intended to motivate those most in need of the advantages offered by Adult Basic Education to enroll in one of the courses being offered. These services could be of incalculable benefit to these people by assisting them in determining the type and level of educational program upon which they should embark by helping them to discover their vocational interests and capabilities, and by aiding them in their personal and social adjustment.

Through attainment of the specific objectives listed below, the Counseling and Testing Program should be of great value to the Adult Basic Education Program and those whom it serves.

Specific Objectives

A. To seek out those individuals who could most benefit from Adult Basic Education and to encourage them to participate in the program.

B. To assist the Adult Basic Education Director in identifying the most critical educational needs of the individuals and planning programs to meet these needs.

C. To aid those persons having completed the Adult Basic Education Course in realistically determining further educational and vocational goals for themselves.

D. To develop techniques for follow-up study of participants who have completed the Adult Basic Education Course.

E. To stimulate development of Adult Basic Education Programs in areas in which there is need, but in which such programs do not presently exist.

F. To assist ABE enrollees relate more effectively to

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[1] Wyoming's Poor and the War on Poverty, Demographic Series No.2 Division of Business & Economic Research, College of Commerce and Industry, University of Wyoming, Laramie, 1965.

their environment and improve their feeling of self-worth.

CONTENT

Methods and Procedure

PRE-ENROLLMENT - A full-time counselor was employed in this program and was responsible for seeking out and identifying the people in need of basic education. Cooperation with other community action programs as well as with state agencies played a vital role in this procedure. Among the agencies already contacted for cooperation in this program, the response has been warm and enthusiastic.

The Wyoming State Employment Service shared the information they are gathering on school drop-outs. This information has been of considerable value in locating and serving these people. Other agencies have been asked to assist in locating potential enrollees in any way possible.

After identifying the individuals in question, the counselor took steps to stimulate his interest in Adult Basic Education, tested the individual to determine placement in a class, and assisted with the pre-enrollment of the person.

ENROLLMENT - After the enrollment of a student, the counselor and his staff continued to make themselves available for counseling and assisted the instructors in maintaining the motivation of the student or in the re-motivation of any who might want to drop out.

The program was closely coordinated with the State Department of Education to utilize fully the resources of that Agency and Eastern Wyoming College.

POST-ENROLLMENT - After an individual completed the Adult

Basic Education Program, the counselor assisted him in making plans for further education and also provided vocational counseling. It is hoped that some of these people will continue with a GED program and then enter college or take some further training. In light of the enthusiasm displayed by some of the present enrollees, this does not seem a vain hope.

EVALUATION

Truly objective evaluation is probably the most difficult part of nearly all educational programs. The evaluation of this project centers around:

(a) The number of new enrollees in Adult Basic Education.

(b) The change in percentage of drop-outs.

(c) The number of ABE enrollees who complete GED tests.

(d) Changes in economic and social status of enrollees.

(e) Behavioral changes and growth of self-regard.

(f) Progress follow-up of ABE enrollees.

(g) Development of referral system to identify adults who could benefit from ABE.

Undoubtedly there will be other evaluative techniques developed as the program progresses.

The evaluation is primarily concerned with guidance functions in terms of behavioral outcomes. It is based on internal and external standards.

Methods of Evaluation

A tape recorder was used to collect opinions, attitudes, and other informative data regarding the effect of guidance procedures upon the behavior and adjustment of the ABE students. The students were

interviewed, and their responses were recorded and transcribed.

Past enrollment data was compared to present enrollment data and was statistically manipulated to obtain increases and decreases. Observation and record keeping were utilized to provide information on the community involvement in the ABE program. Community involvement includes the number of referrals with other agencies and the awareness of the community to the educational needs of adults.

A follow-up survey was conducted to ascertain educational and occupational growth and progress of those individuals who have completed the ABE program.

THE PROJECT

The first task of the project was to design the guidelines for the ABE Guidance Program. Guidance concepts, philosophy, objectives, procedures, and services were developed by the ABE director and the counselor. A copy of these guidelines is given in the Appendix.

Several meetings were attended and many visitations and contacts were made to explain the program which was being initiated at Eastern Wyoming College. Nearly every community agency that was involved with educationally disadvantaged adults was contacted, not only in Goshen County, but in Niobrara and Platte Counties as well. Headstart centers, employment offices, welfare offices, schools, ministerial associations, extension clubs, law enforcement offices, and service organizations were prime targets for referrals and follow-up information for the project. The cooperation of the Torrington Headstart Center, welfare department, and the local employment office was outstanding. These three agencies provided approximately 90 per cent of the ABE referrals.

Referral System

An oral referral system was generally used by the Headstart Center and the Welfare Office. A written system, however, was implemented with the Employment Office. This procedure was initiated after a letter was sent to Governor Hathaway explaining our program and requesting information concerning Wyoming school dropouts. The letter was referred to the Employment Security Commission in Casper whose officials discussed the program with the ABE Counselor at Eastern Wyoming College. The outcome of this referral system was that the Wyoming Employment Security Commission is presently establishing guidelines for a similar referral system for other ABE programs throughout the state.

Testing Program

As one of its objectives, the ABE Counseling and Testing Project investigated several tests in regard to their usefulness in ABE.

Approximately fifteen different tests were ordered after a preliminary screening. Seven tests were found to be quite useful for ABE programs.

A quick assessment of intelligence and learning capabilities of ABE students can be made by administration of the Peabody Picture Vocabulary Test. This instrument can be given in approximately ten minutes, and the student does not have to be able to read.

The Adult Basic Reading Inventory provides a good diagnosis of an adult's reading abilities. It is of particular value for those who are low-level readers. Another valuable diagnostic reading test is McGrath's Test of Reading Skills. The ABRI assesses sight words, sound and letter discrimination, word meaning (reading and listening), and context reading, whereas the McGrath Test diagnoses word recognition,

oral paragraph reading, and word meanings.

Recently the Employment Security Commission released the General Aptitude Test Battery to Eastern Wyoming College after the writer attended a workshop on administration and interpretation procedures of the GATB. This test could be very valuable for use in ABE programs. In contrast to the Differential Aptitude Test, which is generally geared to the college-bound, academic-oriented individual, the GATB can well be utilized in helping in the assessment of those planning to enter semi-professional, skilled, and unskilled occupations as well as professional areas of employment. The GATB measures general learning ability, verbal aptitude, form perception, clerical perception, motor coordination, and finger and manual dexterity. A great advantage of this test is that all or just part can be administered; someone with a bilingual problem is not handicapped in a test of finger dexterity, manual dexterity, form perception, or motor coordination. An innovation by the WESC called the "Aptigram," an excellent tool used in GATB result interpretation, makes it easy for the client to get a realistic picture of his aptitudes.

The Adult Basic Learning Examination is useful in an ABE program as a diagnostic and achievement instrument. It has been specifically designed for adult use and appears to be rather widely accepted.

Steck Publishers in Austin, Texas, have produced a useful instrument titled "Fundamentals Evaluation Test for High School." Since Eastern Wyoming College is a GED testing center, many adults who are interested in completing their secondary education want to know if they should enroll in the ABE program to continue their education or if they could pass the GED without enrolling in ABE. The test can be used

diagnostically for placement since it will indicate strengths and weaknesses, and it appears to be an excellent indicator of the possibility of passing the GED tests. One section which is covered by the GED and is not covered by the FET is Correctness and Effectiveness of Expression. At present the writer has not located a good diagnostic English usage test that can be used to predict success in the areas of pronunciation, grammar, and good form.

There appear to be great possibilities for state-wide use of Steck's instrument with a wide variety of implications when a high school section of ABE is implemented in Wyoming. A statistical analysis of a small sample of adults in Goshen County who have taken the FET and GED is given in the appendix of this report.

Self-Concept Questionnaire

In the introduction of this evaluative report, the writer emphasized the improvement of self-worth as perhaps the greatest objective of ABE. In the Cooperative Project in ABE for Wyoming 1968-69, it is suggested that such unmeasurable benefits as a self-confidence gain are vitally important outcomes of Adult Basic Educational experiences.

With improvement of ABE student self-concept in mind, the writer attempted to develop a simple, quickly administered, easily scored instrument to measure change in self-concept. In 1960, Donald E. Hamachek developed an instrument for measuring the self-image of elementary school children.[2] In 1968, while attending Ohio University, the writer adapted Hamachek's instrument to a more usable measure by

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Hamachek, Donald E. "A Study of the Relationships Between Certain Measures of Growth and the Self-Images of Elementary School Children." Unpublished Doctor's dissertation, The University of Michigan, Ann Arbor, 1960.

simplifying the scoring procedure. At this time, the self-image questionnaire has been adapted for use in our ABE program in Torrington. We plan to administer the instrument in the fall at the beginning of the program and again in the spring to measure changes in self-image.

Another important use of a self-image questionnaire is the potential for identifying ABE students who have poor self-images because of educational, emotional, or social problems. An instrument such as the self-image questionnaire could also help ABE teachers identify and provide early and continual help to those students who lack a congruent self-concept.

A copy of the Self-Image Questionnaire for Men and Women is included in the appendix.

COUNSELING SERVICES

The writer sees counseling of adults as a helping process, the aim of which is not to change the person, but to enable him to utilize the resources he now has for coping with life. To most people, counseling is nearly synonymous with advising. Most adults are used to making their own decisions, however, and this right should remain with them. When counselors help ABE students decide what to do, they do not give these students advice or tell them what to do. Instead, the counselor assists them in exploring some alternatives on how to solve his problem. The ABE student, however, should arrive at his <u>own</u> decision. Perhaps, essentially, one does "specialized teaching" in decision making when he counsels with adults. The success of this "specialized teaching," however, may hinge on the relationship between counselor and client. As Leona E. Tyler in <u>The Work of The Counselor</u>

states,

> Various kinds of follow-up research have produced almost no evidence that measurable personality change occurs as an outcome of counseling. What does happen is that limited problems are solved, workable decisions are made, and the client moves forward with more assurance than before. If we take a long-range view of individual development, each step forward is a significant factor in the growth of a person.[3]

Leona Tyler's statement explains well the objectives of the ABE Counseling Program at Eastern Wyoming College. Realistically, we can expect only minimal change in our students. In-depth therapy for severe problems is in no way part of the services offered. If serious personal or emotional problems arise, an appropriate referral is made.

In order to evaluate the success of ABE counseling services in the pilot program, it was decided that only the students could give us meaningful "feedback." A series of questions was devised and a person unrelated to ABE was engaged to interview the enrollees in the ABE program. We were primarily interested in evaluating the success of counseling interviews, but it was found too difficult to isolate causal-effect variables of counseling and the total guidance program. The interview questions, therefore, elicited evaluative responses for more than one aspect of the program. Those students who were interviewed were selected at random and were instructed to be free in their comments and not to identify themselves. A complete copy of the tape recordings is available at the ABE counselor's office at Eastern Wyoming College, but the following responses have been transcribed and included in this report for the benefit of the reader.

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[3]The Work of the Counselor, Leona E. Tyler, Appleton-Century-Crofts, Inc., New York: 1961, p. 14.

ABE COUNSELING INTERVIEWS

The following responses were transcribed from the original tape recordings obtained in personal contact interviews:

How did the ABE Counselor help you?

"The Counselor was very helpful in advising me to start in adult education class, advising what studies I needed to get a high school equivalency, and advising me who to see and where to go. He was very helpful in all aspects of starting in the class. Also, in the class, he would come in from time to time, talk to us and advise us."

"Well, the Counselor helped me quite a bit as far as taking my tests were concerned, and he helped me and encouraged me to go on to college through this, and I agree with his methods of working. He doesn't try to push you in any way. He is real calm and he understands if you can't figure out something and he will help you."

"I think he helped me in encouraging me to stay in school. Mostly we knew that there was someone that we could go to for counseling."

*"Really didn't have much chance to talk with Counselor, but later on I think he will be able to help me."

"The only thing that I can say is that the Counselor is a good man and he tries to help the people to stay in school to prepare them for their high school diploma."

"Well, he helped me find a different outlook on what I was intending to do, and he helped me perceive how to go about getting this objective."

"He influenced me into going back to school, and to get a better education and to better myself."

"He gave me some books, some English and spelling books to read before I took my GED test. He told me it wouldn't be hard, as hard as

*Translated from Spanish.

I thought it would be."

"I think he helped me in a few ways. He helped me to find out what field I was best qualified for and which ones I wasn't. I really don't know. He helped me decide which field I wanted and right now I'm still deciding on drafting or art or just teaching."

*"The Counselor helped me in adjusting."

"Well, he advised me to finish school whether I was going on with my education or just be a housewife, and he told me to come in any time if I had any problems, personal problems or anything, and he would help me with them. He helped me; he encouraged me quite a bit."

"He helped me by encouraging me to get my GED and to think about going on to college, and helped me with my GED."

"He has helped me, but some of them, they will argue with him, and I thought they had told the Counselor about the incident in class and nobody had said anything to him until one night I told him, and so he said anytime this happens to come in and tell him because this is the only way he is going to find out to have different teachers for next year because this is the way that he can help select them for next year is because he can't have somebody in that class, if they are going to sit there and call you a liar and you know partially about the studies anyway. I was about ready to quit because I had one person call me an out and out liar about it. I don't care who it is, if they are going to be an advisor or teacher or anything like this, they should not come out and call the student a liar. This is what they did, and so I thought the other person and the teacher went and told the Counselor, and come to find out he didn't know until I told him. I have talked to him about personal problems, and ever since I have been out on my own I've settled down quite a bit, and I was confused, and just couldn't study like I should."

*Translated from Spanish.

Do you feel that he gave you the kind of help you wanted?

"Yes, I think he was very helpful in giving what I would consider direct advice and starting me in the right direction as far as obtaining my diploma. He was very helpful in all aspects of that training. It makes me feel more secure in my everyday life and in my job, and helps along the line of making better decisions in...for the family and things that come up."

"I think he did give me the kind of help I wanted because I did need encouragement. I was scared to death to go up there in the first place, and after I talked to him, I kind of understood, and thought they would understand me, too."

"Yes."

"Yes and no. Well, I got the kind of help I expected. The only thing that I disliked about the help was that I think it could have gone a little bit farther. But yet again, it couldn't have, so it's kind of hard to say. It could have gone farther because I think I'm still a little bit lost, but I guess the only way I can find myself is through myself."

"I don't think I would have gotten my job without it. I really don't know, all I was interested in was getting my GED and that was it."

"Yes, he helped me with the tests, the same as before, to find out what I was best qualified for and which I wasn't."

"Yes, I think he was very helpful in giving me what I would consider good advice. He started me out."

"He was very helpful in giving me advice and helping me get my diploma. He said that if I did not finish this year that I could come back next year and finish and get my GED."

Can you tell me about other people who have been helped by the Counselor?

"Yes, I feel that he did a fine job in advising my son also. The boy is attending college and was having difficulties. He gave him very good advice and helped me in advising him along the lines of what education he needed and how important it was to obtain a college education while he was young. He was helpful along this line also."

"I know quite a few who have not passed the test on the final GED or they have gotten into arguments with other people, or become disappointed, and the Counselor has talked to them, calmed them down, and kind of laid it out and reasoned it out with them before they flew off the handle like adults usually do, and I think he is real good at this. He can help you from blowing your stack about a lot of things. He encourages a lot of people to stay in the class instead of going a few times and quitting."

"Yes, there have been quite a few, especially in encouraging them not to give up, keep on going."

"I don't know of anybody who has gone to him before."

"Well, Mary goes to Headstart, and Carol, they've been attending, and Ruben and Marie, they finished theirs, too. They got their GED already."

"No, I haven't talked to anybody else on it."

*"Yes, with people who need this help."

How have things in the ABE library helped you?

"The literature I received from this was very helpful in suggesting how to handle expenses and different things to apply to our finances, and ideas along the lines of what we should buy and shouldn't buy and things along this line."

*Translated from Spanish.

"They have real good reference materials. If you just want to read up on a special article, you can find it real easy. It is real simplified. I don't see how anybody can go wrong in it."

"I never had a chance to use them."

What other things would you like to say about the ABE classes?

"I think it is a wonderful opportunity for those who didn't have the opportunity, such as I, to receive my high school education when I was young. I think it is a very fine thing. It puts a person in a position for a better job and a better way of life. I think it is a real fine thing that adults have this opportunity even after they may have lost it at an earlier date to go back and receive this schooling and go on to a better way of life. I also have joined a class at the college in algebra to increase my knowledge in mathematics and algebra. I found this very helpful also."

"I really enjoyed it and I'm so glad I could go. I think it was a real good opportunity. I don't think anybody should pass it up if they have the chance to go. I enjoyed the classes. I made lots of friends and now that I have taken the test, and I'm sure I passed, I'm glad I got it. I've always wanted it and when I found out I did have to quite school, I hated it and through these classes, I've been able to do something I've always wanted to do."

"I think that this is one of the nicest things that has happened here, especially when you go there to classes and see how many people have been there and how many people have gotten their diplomas. I think it has done a great deal."

"The instructors are better this year than they were last year. They help you better. The teachers really work hard to make us go ahead

with our work. More time this year than she did last year to help you with problems. They really helped me with mine at home."

"Well, I think it's a good deal, I really do, for the school because there are a lot of people who need help and more need help than what get help. And I think it's a very good thing because at least they try and show that they care, and I think this is the main thing with people"

"Well, my family was disappointed when I quit school, but now that I've gone back to make a move to finish my education, they are happier. At least I am encouraging my younger brother and sisters to stay in school. And I've learned to communicate better with others. I get along real well on my job, too."

"The teacher helped me understand better some of the things I didn't understand when I was in high school. She explained them to us and helped us understand better."

"The teacher took more time than the regular high school teachers. There were so many kids in class, but this way they can take a question or problem and break it down and explain why and why you don't do this. She has helped me quite a bit."

<u>In what way were you able to do better work in your ABE classes after you talked to the Counselor?</u>

"As I said before, I was afraid to go and didn't have enough confidence in myself, and he helped me with this. His encouragement was the most important thing in this, so he really did give me a lot of encouragement and talked me into going on. He went over the values of what an education really does mean."

"He gave me the encouragement I needed by telling me I was going further instead of staying in the same spot."

"Well, like I said before, it's the thing that I found a way and a place, and this is what I needed. It helps me get better grades and better...more out of my classes because of the...I have a direction."

"He just influenced me into getting my GED."

"Well, I had more confidence in myself."

"Well, I knew more or less what I was going for and what I could do best in. So far it hasn't changed. Next year I am going to start taking the classes which I feel will improve my education more."

"He helped me in my family life to communicate better with people, particularly with my children."

What help did you get that helped you on the job, family life, and in getting along with others?

"We learned the importance of a job and how an education helps you in your job. Getting along with my family, I could understand my family's problems more. I was kind of in with it, too, because I had a job to think of and I never did think of this when I was going into a regular school. I thought, well, money was kind of easy to come by and I never thought of it until I had to go out and work for it. Through these classes, they teach you the importance of money and education and to get along with your family."

"I think that my family was real proud of me that I did go on. I think that it has helped them more in their school, and encouraged them. I know that they are getting more studious. I think it has helped them. They probably think there is some competition or something."

"I don't have a job. It has helped me in my own personal satisfaction, because I have always dreamed of getting my diploma, and now I finally have it. I feel more self-satisfied."

"So I can learn so I can teach my family how to read and write

and keep them studying in their work."

"It makes my job easier if I know reading and writing."

"The Counselor encouraged me to talk more to Anglo people, because before I always thought Anglo people look at us as dumb."

"I have more confidence with my family in talking English. Before I was scared to talk in English because I wasn't sure whether I was saying it right or not. Also, in my job, I can tell the boss what I would like and how I feel about the job."

"Well, not much. My family life is. . . .it can't be changed. It's something that...I don't know. I can't describe it or anything else. I really don't need help there. It just helped in adjusting to it better, seeing that I was as important as everybody else. Since I don't work, that doesn't make much difference. Getting along with others, like I say, it gave me a self-image. You've got to have a self-image. It's kind of hard to say, I mean, like I've got to project to others what I am and have some self-worth myself. That's the main thing."

"None that I know of. I'm not working yet. I guess I am more or less the same as I was when I started."

"I am still the same."

Do you plan to take some courses at the College?

"Yes, I'm supposed to have a conference with Mrs._____ and the Counselor, and we are going to talk about the Medical Lab Classes that are just starting. I am real interested in them because they sound real reasonable, and I want to see if I can go for my license and my Bachelor's."

"I would like to. I would like to take some college courses. I haven't decided what to take yet, but I would like to take some college courses."

Do you feel you can communicate with people better than before?

"Yes, I think I go out into public life more."

"The teacher has helped me a lot in the reading area. However, I don't get enough practice speaking English because I am the only one home. Otherwise, I practice talking English to the Anglo people. The teacher helps us to keep in touch with the news of what is happening around the world."

"The Counselor encouraged me to understand my reading in English, and the teachers have really helped me in arithmetic and other things."

What other things would you like to say about the Counselor?

"I think it is nice that there is somebody around, somebody here...that if you don't want to keep on going, or know what to do, there is somebody you can go to and talk to."

"Mrs. _____ encouraged me to finish my GED test and to enlist in some of these other classes, which I have done, education classes, etc. I get along real well with other people there. I can communicate better."

GUIDELINES

FOR THE ADULT BASIC EDUCATION PROGRAM

EASTERN WYOMING COLLEGE

Introduction

The ABE program at Eastern Wyoming College enrolls about sixty members. There are three teachers, two aides, a director, and one adult counselor. Most of the faculty are unfamiliar with adult guidance practices. The faculty and aides are a harmonious and cooperative group. The director and administration at Eastern Wyoming College are very interested in guidance and counseling services and have expressed sincere cooperation in establishing an Adult Basic Education Guidance program. Evidence of this interest has been indicated by the inclusion of a counseling room, library facilities, and ABE classroom space in the new building. Funds for the program have been provided through the State Department of Education; specifically through the efforts of the Adult Basic Education program directed by Mr. Richard Rowles.

The general philosophy of education for the ABE program seems to follow most of the cardinal principles of education. However, the only guidance services that have been available in the past have been incidentally provided by the teachers, aides, and director due to time limitations and lack of staff.

Few guidance resources are available in the community. However, ministers have in the past provided a great service to some of the area adults by helping them over some of their personal-emotional rough spots. The nearest professional, social, or psychological services available are

located in Scottsbluff, Nebraska, or Cheyenne, Wyoming. Recently the community has become aware of the need for such services, and are presently engaged in the task of establishing some type of Mental Health Clinic.

The diversity of ages of the ABE students, as well as the basic attitudinal differences in the ethnic groups, and the uniqueness of a pilot ABE Counseling program make it difficult to establish a set criteria for the organizational arrangement of the guidance program. The reality of the situation, however, dictates the limits of this program. This being assumed, it is from this point that steps were taken to establish a guidance and counseling program for adults in the Torrington area.

Guidance Concepts and Philosophy

Guidance is a point of view, a process, and a service. It is an integral aspect of education today. While the aims of education and guidance are essentially the same, guidance, by the nature of its purpose and its processes, should primarily stress personal-social outcomes as a whole rather than any single outcome, such as mastery of subject matter.

Guidance should be concerned with total development and adjustment of the person socially, physically, intellectually, and emotionally. It should be designed to place emphasis on personalized instruction due to the uniqueness of the individual and his personal problems. This is achieved through the processes of guidance so that the person can adjust or develop the capacity to relate himself effectively to his environment. The outcome of guidance should enable the person to make wise, self-reliant choices in his present and future situations.

Guidance should be both developmental and therapeutic in order to accomplish its goals. Developmental guidance is necessary to help the person on a continuous and smooth adjustment as his life progresses. Therapeutic guidance is necessary to help the individual over the problem areas and critical situations which inevitably appear.

In order to attain the goals established in the concept of guidance, it should offer a multiplicity of services, including counseling (individual and group); informational services; social, occupational, vocational, and intellectual measurement; in-service training for faculty and staff, orientation and placement services; referral service; and general coordination within the adult basic educational premise. The people who help the adults, i.e., teachers, aides, counselor, clergymen, employment officers, welfare caseworkers, etc. must all combine their efforts. This synchronization of efforts should be the responsibility of the guidance program and essentially directed by the Adult Basic Education counselor.

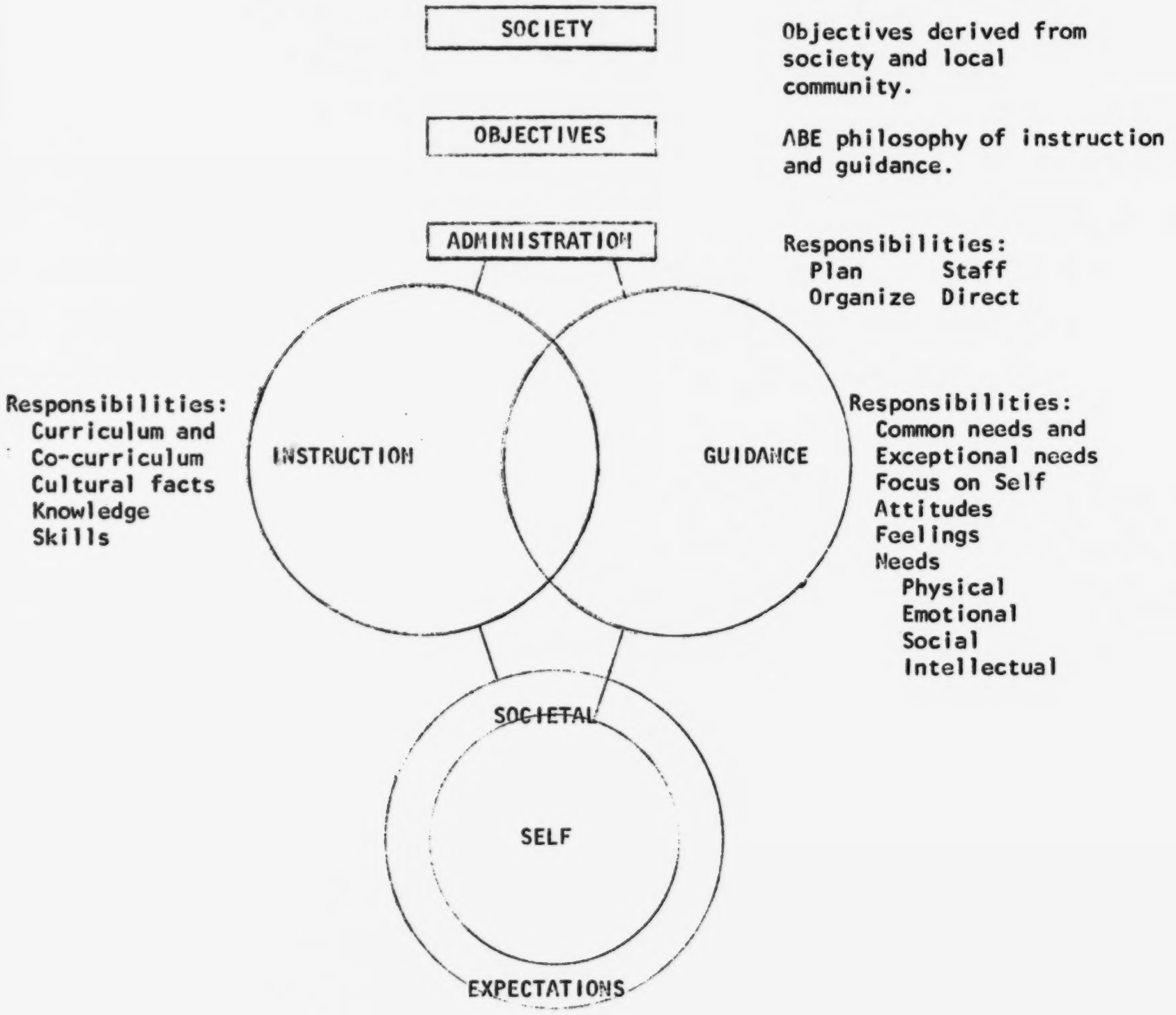
Guidance is an organized attempt to balance the total development of the whole person. An individual cannot be happy as an occupational success unless he is also a success in his family life, his social life, and his community life, as well as a success to himself in meeting his own ideals. This seems to be the basis for the need for that which we call "guidance."

Developing the Program

It is necessary in developing a guidance program to work with the administrator and arrive at some concepts, objectives, procedures, and services which are in conjunction with the educational areas of the

Adult Basic Education program. The objectives must be realistic in light of limited conditions.

The faculty and staff must be informed of the concepts, processes, and services of guidance. The following diagram will serve to illustrate and clarify the basic concepts of guidance and its functions in relationship to the total objectives of society's educational goals.



Hopefully, if this pilot program is successful, similar programs to that which is outlined could be organized in areas where other Adult Basic Education programs are in operation.

Guidance Services

Since the ABE Counselor will be the only "guidance specialist" in the ABE program, outlined are his responsibilities in conjunction with the guidance services. It is necessary to approach the description of the guidance program by incorporating the counselor's responsibilities because of the uniqueness of the participants in ABE and the available staff.

Nearly all the basic guidance services can be offered; limitations would be concerned more with depth and quality than with the quantity of services. Some of the basic services would be counseling, information services, orientation, placement, follow-up, in-service training for faculty and staff, consultation service to teachers, and general coordination with the fundamental concepts of Adult Basic Education.

General Services:

1. Gathering, organizing, and keeping significant pupil data.
    a. Individual inventory, confidential files, cumulative records, etc.
2. Organization of a testing program built on the needs of the ABE pupils as well as other area adults.
3. Procedures for identification of adults having special needs.
    a. Gifted: intellectually, artistically, leadership, etc.
    b. Mentally, physically, or socially handicapped.
    c. Procedures.
        1. IQ tests
        2. Achievement tests

3. Occupational - vocational inventories

4. Personality tests

5. Observation

6. Interview

4. Cooperating with school administrator in planning and execution of ABE program.

Services to Teachers:

1. Helping teachers carry out procedures for collecting, interpreting, and using test data.

2. Home visitations when time and conditions allow.

3. Providing counseling and consultation service to teachers.

Services to ABE Students:

1. Assisting in the educational and personal-social development through curriculum and through direct contact.

2. Working directly with ABE students as needed.

   a. Individual and group counseling.

   b. Working with teachers

   c. Placement within or outside school setting.

   d. Follow-up and evaluation.

      1.) GED Test administration.

3. Gathering and interpreting data about the adult through observation, tests, and interviews.

4. Development of vocational education through group and individual guidance, as well as integration and implementation into the curriculum.

5. Coordinating efforts of the ABE staff in carrying out individual treatment programs.

6. Providing information and orientation to meet the needs of the adults.

Other Services:

1. Promoting harmonious ABE - community relations.

2. Working with community and state agencies for the improvement of the community conditions which will be of benefit to the adults and the community in general.

    a. Community agency referrals when appropriate.

From the above services that will be developed and implemented at Eastern Wyoming College, it can be seen that to be effective, harmonious relationships must exist between the teachers, aides, the administration, the counselor, community agencies, and the community in general. Without a true "team approach," optimal results can never be achieved.

CONCLUSIONS AND RECOMMENDATIONS

Any conclusions drawn must of necessity be tentative because so little information is available about the behavior modification or changes of past ABE students in Torrington. It appears, however, that the pilot project in Adult Basic Education Counseling and Testing conducted at Eastern Wyoming College has succeeded in many of its objectives. A definite enrollment increase with fewer dropouts and a higher percentage of GED completions is offered as evidence that personal contact providing a helping relationship is essential in an ABE program. Every program in Wyoming should have a person assigned the responsibility of recruitment, dropout follow-up, and personal counseling to the ABE enrollees.

Through interviews and counseling sessions with ABE students, it was found that many students in our program and adults in the area have relatively realistic goals for further educational and vocational experiences. During counseling sessions and class discussions, goals were often elicited and clarified, but most were realistic. Nearly all of the ABE students realized the need for further vocational education, and with some testing and interviewing, the students were able to obtain a better picture of their interests, aptitudes, and abilities. The majority of the students, however, have a feeling of hopelessness. Family pressures, undereducation, underemployment, lack of finances, lack of job opportunity, lack of vocational education facilities in Goshen County (particularly for adults), have all contributed to their hopeless feeling. Some felt they could improve their lot if they migrated to another state or to an area of greater opportunity, but they have no source of finances.

Perhaps they have realistically determined what they can do to further improve themselves educationally and vocationally.

Exploration into the possibilities of obtaining available funds for adult vocational education is strongly recommended. These people realize the value of further education and the value of marketable skill, and would be willing to continue to seek higher goals if they had available facilities and financial resources.

It has been the observation of the teachers, teacher aides, counselor, and director of the ABE program in Torrington that most of the students have a greater feeling of self-worth and self-confidence after having been a participant in ABE. Many of the students who were interviewed in this evaluative report either stated directly or intimated an improvement in self-image.

It is recommended that more extensive research on self-concept change of ABE students be undertaken. The way a man views his world affects his capacity for happiness and his ability to contribute effectively to society. And the way a man sees himself greatly determines how he sees his world. If this is true, then it seems to the writer that we need to stress methods of enhancing pupil self-esteem in our ABE classes if real and lasting success can be achieved by Adult Basic Education.

It is further recommended that tests and other evaluative instruments not be administered until students have had a chance to orient themselves to ABE, the class environment, the teachers, and fellow classmates (usually 4 to 5 weeks). The purpose of the tests should be fully explained and the results interpreted. There is little value in a test unless the student understands the results and can use the test as a learning situation. Utilization of the Steck-Vaughn Fundamental Evaluation

Test is recommended highly as a diagnostic tool to be given as a pre-test before administering the GED. Strengths and weaknesses can be identified and self-confidence can be bolstered by this test. To make it more reliable in predicting success on the GED, time limits should not be adhered to when administering the FET. This test can be used for student grouping and in-class placement. Since future ABE programs will be concerned with aiding educationally deficient adults to obtain the equivalent of twelve years of education, the FET appears to be an invaluable tool for these adult high-school programs.

ABE Guidance Libraries should be made part of all programs in the state. Valuable insights and information can be obtained from library materials, which should be made available to the students. It is further recommended that teachers and aides be willing to engage in spontaneous group guidance sessions from time to time in the normal classroom routine. Often immediate needs of the group must be met before further learning can take place. Along with this recommendation would be another suggestion, that each ABE teacher, teacher-aide, and director be exposed to at least one class in guidance counseling. In-service guidance topics, discussions, and critiques can serve a vital purpose in improving human functional relationships of ABE teachers and students.

There is some evidence that at least one full-time, qualified guidance person is needed in Wyoming to provide consultative services, in-service training, and state-wide workshops in conjunction with the University of Wyoming's ABE seminars.

Hopefully, these recommendations will be carefully scrutinized and further investigations be implemented to ascertain their feasibility for all Wyoming ABE programs. The first year's experience gained through

the ABE Counseling and Testing project has provided a good base on which to build a stronger future program. It must be assumed that valuable experience has been gained through our mistakes and successes so that a better, more comprehensive guidance program, having even more extensive state-wide implications, will be forthcoming if the program is extended.

It is hoped that this evaluative report has illustrated the value of counseling and testing services in ABE. Guidance and counseling should be an integral part of any educational endeavor. The experience that we have gained at Eastern Wyoming College with the pilot project in Counseling and Testing has provided a great deal of support for this view.

APPENDIX

STATISTICAL ANALYSIS OF ABE ENROLLMENT

Number of New Enrollees

1967-68	46	
1968-69	74	
		61% Increase

Dropouts

1967-68	9	
1968-69	4	
		125% Decrease

ABE Enrollees Who Completed GED Tests

1967-68	21	
1968-69	37	
		76% Increase

GED Completions Enrolled in EWC

1967-68	3	
1968-69	11	
		269% Increase

GED Tests Administered

1967-68	32	
1968-69	71	
		122% Increase

COMPARATIVE SCORES
OF
F.E.T. & G.E.D. TESTS
FOR
DIAGNOSTIC PURPOSES

	F.E.T.	G.E.D.	DIFFERENCE
1.	48.75	48.75	--
2.	57.0	48.2	-8.8
3.	44.75	43.0	-1.75
4.	58.5	56.75	-1.75
5.	45.5	48.75	+3.25
6.	60.0	59.5	-0.5
7.	52.5	50.25	-2.25
8.	45.0	43.75	-1.25
9.	32.5	28.0	-2.5
10.	55.0	48.0	-7.0
11.	42.0	42.2	+0.2
12.	55.25	56.75	+1.5
13.	53.4	53.25	-0.15
14.	42.0	47.0	+5.0
15.	54.0	54.0	--
16.	53.5	49.5	-4.0
17.	45.25	45.25	--
18.	52.0	54.0	+2.0

Joe_____
Torrington
Wyoming 82240

Dear Joe:

Can I help? We have missed you at the ABE classes and I thought perhaps we have not provided the experiences that you desired in seeking further education. My job is to see that we meet the needs of the adults who are enrolled in Adult Basic Education. If we are not meeting your needs, please contact me and we will make every attempt to make the necessary changes that might make the classes better for you.

I know, for many of you, illness or work has prevented you from attending classes. However, I want you to know that we are willing to provide any help we can that will enable you to continue your education.

Please feel free to come up and see me or telephone me if I can be of any assistance to you. Remember, we want to have you back in your classes regularly if it is at all possible for you at this time.

Sincerely,

ABE Counselor

Dear_____:

Let me take this opportunity to introduce myself. I am_____, the Adult Basic Education Counselor at Eastern Wyoming College in Torrington. My job is to provide free testing and counseling services to adults in our area. Many people need assistance in making occupational and educational decisions and we are attempting to meet these adult needs.

In conjunction with this program, we offer Adult Basic Education classes from 7:30 to 9:30 p.m. on Tuesdays and Thursdays at EWC. These classes are offered at no charge.

If you are enrolled in our ABE evening classes, we now have free child care services. If you need someone to watch the children while you are attending classes, the Headstart Center, in cooperation with the education department at Eastern Wyoming College, provides this service for you.

We also offer the General Educational Development High School Equivalency Tests. Upon completion of the tests, a person is awarded a high school equivalency certificate which allows you the same privileges of a high school diploma.

Many people in the U. S. have had to discontinue their regular public school programs for various reasons. This letter is a personal invitation to you to contact our office at Eastern Wyoming College, phone 532-4191, if you desire further basic education or other assistance which we can provide you.

Continued education is a must in this day and age. It can help you upgrade your present occupation, provide the opportunity for better job placement, or open the doors to a larger life of mind and spirit. So don't delay! Contact us now if we can help you.

Sincerely,

ABE Counselor

EMPLOYMENT SECURITY COMMISSION OF WYOMING

P. O. BOX 760
CASPER, WYOMING 82601

J. EDWARD SMITH
CHAIRMAN
DWIGHT J. JONES
VICE CHAIRMAN
VICTOR GARBER
COMMISSIONER

JOHN (JACK) L. WROBLE
EXECUTIVE DIRECTOR

October 22, 1968

Mr. Bill Marsh
ABE Counselor
Eastern Wyoming College
Torrington, Wyoming 82240

Dear Mr. Marsh:

A copy of your letter of October 17 addressed to Governor Hathaway concerning your program providing counseling and testing services for adults in your area, together with a request for a list of all dropouts in Wyoming, has been referred to me for reply.

Your program sounds interesting. We would like to have a staff member, Miss Jean Goedicke, discuss with you the services offered by the Wyoming Employment Service and endeavor to coordinate these with services offered by the Eastern Wyoming College. As we see the problem, it is possible that not only the Governor's Dropout Project might be considered, but also other groups in need of counseling, testing and special educational or training services.

We have asked our manager of the Torrington local employment service office, Mr. Martin Schaneman, to arrange with you and Miss Goedicke for a suitable date on which these matters might be discussed.

Very truly yours,

John (Jack) L. Wroble
Executive Director

Address:

Response: Favorable_____/_____Unfavorable

Names of adults at this address who would be eligible for the ABE or GED program:

Number of children who would need care if the parents came to school:

How many school age children are there in this family?_____

How many boys are there and what are their ages?

How many girls are there and what are their ages?

Is a return visit to this family recommended?

Comments:

(For example, does the informant know of others who might be willing to be contacted?)

INTERVIEW RECORD

Counselee_____Age_____Sex: M F Date_____

Address_____

Counselee Source_____Interview Number_____

Interests, Hobbies, Clubs:_____

_____

Educational Plans:_____

Occupational Plans:_____

Has a Job?_____Type of Work_____Hrs. Per Wk._____

Reason for Conference:_____

_____

Background Data; Observations:

Interview Summary:

Counselee Plans to:_____

_____

COUNSELOR PLANS

Tests To Be Given_____

Persons To Be Consulted_____

_____

Information To Be Obtained, Opinions, etc._____

_____

_____

_____

_____

MEN'S AND WOMEN'S SELF-IMAGE QUESTIONNAIRE

Administration

There is no time limit set for taking this questionnaire.

The student should be informed that these tests are for his own benefit, and that he will be able to see the results, both pre- and post-test. (Provide honest explanation of the purpose of the questionnaire.)

Scoring

It is assumed that there is a congruent self-image if the top and the bottom cells are marked the same. The scorer should not be concerned with the direction of deviation. A congruent self-image is scored as five (5) and each cellular deviation is scored as a minus one (1) from five (5). The highest possible score on the entire questionnaire is 200 points, and the lowest possible score is 40 points.

The results of any questionnaire given should be interpreted to the student.

MEN'S AND WOMEN'S ACHIEVEMENT SELF-IMAGE QUESTIONNAIRE

1. This person is one of the best readers in the class.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

2. This person can spell almost any word he (she) hears.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

3. This person is real good in arithmetic.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

4. This person is a very slow reader.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

5. This person can write better than anyone else in the class.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

6. This person knows the meaning of more words than most of the other people.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

7. Arithmetic problems are the hardest things in school for this person.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

8. This person is a real fast reader.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

9. This person takes longer to do his (her) classwork than anyone else in the room.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

10. This person always makes a lot of mistakes when he (she) reads.

    Am I just like this person? (Yes/ / / /No)
    Do I wish to be just like this person? (Yes/ / / /No)

WOMEN'S PHYSICAL SELF-IMAGE QUESTIONNAIRE

1. This person is one of the shortest women in the class.

   Am I just like her? (Yes/ / / /No)
   Do I wish to be just like her? (Yes/ / / /No)

2. This person is taller than most of the rest of the women in the class.

   Am I just like her? (Yes/ / / /No)
   Do I wish to be just like her? (Yes/ / / /No)

3. This person weighs more than any of the other women.

   Am I just like her? (Yes/ / / /No)
   Do I wish to be just like her? (Yes/ / / /No)

4. This person is one of the thinnest people in class.

   Am I just like her? (Yes/ / / /No)
   Do I wish to be just like her? (Yes/ / / /No)

5. This person has the lightest skin in class.

   Am I just like her? (Yes/ / / /No)
   Do I wish to be just like her? (Yes/ / / /No)

6. This person dresses the best of all the people in class.

   Am I just like her? (Yes/ / / /No)
   Do I wish to be just like her? (Yes/ / / /No)

7. This person is smaller than anyone else in class.

   Am I just like her? (Yes/ / / /No)
   Do I wish to be just like her? (Yes/ / / /No)

8. This person is the prettiest person in class.

   Am I just like her? (Yes/ / / /No)
   Do I wish to be just like her? (Yes/ / / /No)

9. This person looks to be the oldest in class.

   Am I just like her? (Yes/ / / /No)
   Do I wish to be just like her? (Yes/ / / /No)

10. This person is just the right size and weight.

    Am I just like her? (Yes/ / / /No)
    Do I wish to be just like her? (Yes/ / / /No)

MEN'S PHYSICAL SELF-IMAGE QUESTIONNAIRE

1. This person is a big, strong man.

   Am I just like him? (Yes/ / / /No)
   Do I wish to be just like him? (Yes/ / / /No)

2. This person is one of the shortest men in the class.

   Am I just like him? (Yes/ / / /No)
   Do I wish to be just like him? (Yes/ / / /No)

3. This person is taller than most of the rest of the men in class.

   Am I just like him? (Yes/ / / /No)
   Do I wish to be just like him? (Yes/ / / /No)

4. This person weighs more than any of the other men.

   Am I just like him? (Yes/ / / /No)
   Do I wish to be just like him? (Yes/ / / /No)

5. This person is one of the thinnest men in class.

   Am I just like him? (Yes/ / / /No)
   Do I wish to be just like him? (Yes/ / / /No)

6. This person is the best looking guy in class.

   Am I just like him? (Yes/ / / /No)
   Do I wish to be just like him? (Yes/ / / /No)

7. This guy is the best dresser in the class.

   Am I just like him? (Yes/ / / /No)
   Do I wish to be just like him? (Yes/ / / /No)

8. This person is smaller than anyone else in class.

   Am I just like him? (Yes/ / / /No)
   Do I wish to be just like him? (Yes/ / / /No)

9. This person has nice thick hair.

   Am I just like him? (Yes/ / / /No)
   Do I wish to be just like him? (Yes/ / / /No)

10. This person is the most healthy person in class.

    Am I just like him? (Yes/ / / /No)
    Do I wish to be just like him? (Yes/ / / /No)

MEN'S AND WOMEN'S SOCIAL SELF-IMAGE QUESTIONNAIRE

1. This person can get the other people to do whatever he (she) wants them to do.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

2. This person is always trying to get the other people to do what he (she) wants to do.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

3. This person is one of the friendliest people in class.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

4. This person goes to the teacher for help more than anyone else in the room.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

5. This person is always doing something nice for the other people.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

6. This person is always ordering the other people around.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

7. This person doesn't ask the teacher for much help.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

8. This person is always being bossed around by the other people.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

9. This person doesn't care what the teacher or anyone else tells him (her) to do. He (she) does exactly what he (she) feels like doing.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

10. This person has more friends than any other person in class.

    Am I just like this person? (Yes/ / / /No)
    Do I wish to be just like this person? (Yes/ / / /No)

MEN'S AND WOMEN'S INTELLECTUAL SELF-IMAGE QUESTIONNAIRE

1. This person does real well in all of his (her) school work.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

2. This person is one of the smartest people in school.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

3. This person is not very smart in school.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

4. School is very easy for this person.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

5. This person is kind of "dumb" in his school work.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

6. This person understands everything the teacher says in class.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

7. This person gets his work done faster than anyone in class.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

8. School is very hard for this person.

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

9. This person can answer almost all the questions the teacher asks him (her).

   Am I just like this person? (Yes/ / / /No)
   Do I wish to be just like this person? (Yes/ / / /No)

10. This person always has good ideas for things to do in class.

    Am I just like this person? (Yes/ / / /No)
    Do I wish to be just like this person? (Yes/ / / /No)

ERIC Clearinghouse
JUL 17 1969
on Adult Education